R E P O R T R E S U M E S

ED 014 347 RC 001 901

AGRICULTURAL EDUCATION.

BY- DEALTON, ERNEST L.
NORTH DAKOTA UNIV., GRAND FORKS, COLL. OF EDUC.

PUB DATE JUN 66

EDRS PRICE MF-$0.25 HC-$0.20 3P.

DESCRIPTORS- *AGRICULTURAL EDUCATION, AUTOMATION, AGRICULTURE, AGRICULTURAL LABORERS, COSTS, CAREER OPPORTUNITIES, FARM OCCUPATIONS, FARMERS, HUMAN RELATIONS, INDUSTRY, LEADERSHIP, NEEDS, OBJECTIVES, PUBLIC SCHOOL SYSTEMS, SECONDARY EDUCATION,

TODAY'S SUCCESSFUL FARMER MUST POSSESS THE SKILLS OF A BUSINESSMAN, SCIENTIST, AND MECHANIC TO SURVIVE COMPETITION IN AGRICULTURE, THE LARGEST INDUSTRY IN THE UNITED STATES. THIS COMPETITION HAS CAUSED AN INCREASE IN THE SIZE OF FARMS AND RANCHES IN AN ATTEMPT TO CURTAIL OPERATIONAL EXPENSES AND TO INCREASE PRODUCTION. WITH THE SCIENTIFIC REVOLUTION IN AGRICULTURE, FEWER FARMERS ARE REQUIRED IN THE AGRICULTURAL OPERATION, BUT THERE HAS BEEN AN INCREASED DEMAND FOR AGRICULTURE-RELATED WORKERS. TO TRAIN THESE FARMERS AND FARM-RELATED WORKERS, SIXTY-FIVE NORTH DAKOTA HIGH SCHOOLS OFFER VOCATIONAL AGRICULTURAL TRAINING, THE PRIMARY PURPOSE OF WHICH HAS BEEN TO TRAIN STUDENTS IN THE SKILLS OF FARMING. HOWEVER, THE SCOPE OF THE PROGRAM HAS BEEN EXPANDED IN RECENT YEARS TO INCLUDE PREPARATION FOR OFF-FARM AGRICULTURE-RELATED WORK. SINCE THE ENACTMENT OF P. L. 88-210, PASSED IN 1963, THE NATIONAL OBJECTIVES FOR VOCATIONAL AND TECHNICAL AGRICULTURAL EDUCATION HAVE BEEN REVISED TO DEVELOP--SATISFACTORY STUDENT PLACEMENT, ADVANCEMENT IN AGRICULTURE, COMPETENCIES IN PRODUCTION AGRICULTURE, COMPETENCIES IN NONFARMING AGRICULTURAL OCCUPATIONS, UNDERSTANDING OF CAREER OPPORTUNITIES IN AGRICULTURE, HUMAN RELATIONS ABILITIES, AND ABILITIES FOR EFFECTIVE LEADERSHIP. THIS ARTICLE APPEARED IN THE COLLEGE OF EDUCATION RECORD, VOL. 51, NO. 9, JUNE, 1966. (ES)

ED014347

The College of Education

RECORD

The University of North Dakota

RC 001 901

Vocational and Technical Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Vol. LI
No. 9

June
1966

Agricultural Education

Ernest L. DeAlton

All of us are dependent upon agriculture. It is the largest industry in the United States and the number one industry in North Dakota

Our farms and ranches have become larger and are being operated by fewer individuals. Never have so many people been so dependent on so few farmers. Increased acreage, large investments, greater mechanization, higher operating costs and revolutionary advancements make it essential for the farmers and future farmers to be especially well educated for their important occupation. The day when anybody can be a farmer is past. Only the well qualified can survive. The successful farmer must be a scientist, a businessman, a mechanic and a leader in his community.

Recognizing the importance of agriculture, sixty-five high schools in North Dakota have established vocational agriculture departments. This is an all-time high. Enrollment is also at a record high. However, there is need for expansion and improvement in the program. Never has it been more important for key schools in the state to have a strong department of vocational agriculture with adequate facilities and equipment operated by competent instructors

Agriculture has experienced rapid and continual changes. It has become increasingly more complex, competitive, specialized and demanding, thus requiring more highly educated and skilled personnel.

Originally, vocational agriculture was designed to train students for farming. Although this is and will continue to be basic, the program has been broadened to include training for off-farm agricultural workers, recognizing that agriculture is more than farming.

Public Law 88-210, passed in 1963, provided funds for states to maintain, extend and improve existing programs of vocational education and to develop new programs. Funds may be used for vocational training in any occupation involving knowledge and skills in agricultural subjects, whether or not such occupations involve work of the farm or farm home.

The broad provision of the Act and the dramatic changes in agriculture made it advisable to revise and broaden the objectives for vocational and technical education in agriculture. This was done by a committee of the American Vocational Association and members of the U. S. Office of Education. Briefly, the major revised objectives are:

1. to develop competencies in production agriculture.
2. to develop competencies in nonfarming agricultural occupations.
3. to develop understanding of career opportunities in agriculture.
4. to secure satisfactory placement and to advance in agriculture.
5. to develop human relations abilities.
6. to develop abilities for effective leadership.

MR. DEALTON is State Director of Agricultural Education, North Dakota State University, Fargo.

How the Program Operates in North Dakota

Vocational agriculture is an integral part of the public school system and is conducted in cooperation with the State Board for Vocational Education. Instruction in vocational agriculture is designed to meet the needs of those enrolled as well as the needs of the local area. It enriches the offering of the school and helps build a better community.

Instructors of vocational agriculture courses are graduates of a university that provides special training in agriculture. They are employed by local schools on a yearly basis. Others qualified through training and experience may be employed to assist with instruction for young and adult farmers or with other special courses. Schools having approved programs are reimbursed approximately 50 per cent on the salary and travel of the instructor for the time devoted to the vocational agriculture program.

Directions an Expanded Program May Take

I. Secondary school instruction for high school students interested in production agriculture or off-farm agricultural occupations.
II. Beyond high school instruction for:
   A. young adults who wish to farm and who are interested in education and training for agricultural occupations.
   B. adults who are farmers.
   C. those presently employed in agricultural occupations who wish further education and training for job advancement.
   D. those with or without previous experience in an agricultural occupation who wish education and training for job advancement.